DOCUMENT RESUME

ED 105 129 88 CE 003 389

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TITLE Directing a Workshop for Implementers of Career Education.
INSTITUTION Greeneville City Schools, Tenn.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Nov 74
NOTE 26p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; Evaluation Methods; *Program Evaluation; Questionnaires; *Summer Workshops; *Teacher Education; *Teacher Workshops
IDENTIFIERS *School Program Advancing Career Education; Tennessee

ABSTRACT

The School Program Advancing Career Education (SPACE) was initiated in nine pilot schools in Greeneville and Greene County Tennessee in January 1973. The initial six months of program planning were climaxed by a 10-day workshop for the planning commission, consisting of 30 principals and staff members. This workshop was a cooperative effort of city and county staff to learn methods for integrating career education into the regular school program. The workshop design is briefly discussed, followed by an outline of the objectives of the planning commission, and the importance, assumptions, scope, and limitations of the effort to introduce the new career education program. Three questionnaires were used to evaluate the workshop: (1) a 20-statement "Attitudes Toward Career Education" questionnaire, administered before and after the workshop and showing an increase from one to four percent in the "strongly agree" category; (2) a 10-question "Final Evaluation of SPACE Workshop by Participants", administered following the workshop to determine the effectiveness of workshop activities, with field trips to industry ranking first; and (3) a 32-item followup administered one year later, relating to the effectiveness of workshop activities. Broad conclusions and recommendations are based on the questionnaire responses. The three questionnaires are appended. (BP)

ED105129

JAN 21 1975

TITLE: Directing a Workshop for Implementers of Career Education

FUNDING: Title III ESEA (Project 52-73-0019-0-3)

LOCATION: Greeneville, Tennessee

AUTHOR: Genevieve D. Smith

DATE: November 1974

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DIRECTING A WORKSHOP FOR IMPLEMENTERS OF CAREER EDUCATION

INTRODUCTION

Funded under Title III of the Elementary and Secondary Education Act, planning for the School Program Advancing Career Education (SPACE) was initiated in nine pilot schools in Greeneville and Greene County, Tennessee in January 1973. Approximately 3,500 students in grades 7 - 12 and 130 administrators and teachers participated in the program. A Planning Commission consisting of 30 selected principals and staff members assisted with implementation.

Orientation to career education and visits to ongoing models were the major activities during the first six months. On July 16, a ten-day workshop for the Planning Commission climaxed the planning phase. Held in Greeneville Junior High School, the workshop was a cooperative effort of city and county staff to learn methods for integrating career education into the regular school program.

Commission members spent eight hours a day in the workshop and received salary supplements. Individual contracts were developed which enabled participants to select activities in which they had the greatest interest. Members also had the option of completing assignments and examinations for university credit.

Twenty-one elementary and secondary teachers, two counselors, two librarians, and five principals attended regularly. Administrators from the central offices in city and county as well as principals from the local area participated on a part-time basis.

Workshop Design

On the first day, each member brought an industrial representative who had agreed to help with program implementation. Orientation was accomplished by a career education film and two brief talks by persons experienced in career education. Following this presentation, participants divided into small groups of six or eight persons to discuss the new program. Each group was led by a member of the Commission who initiated the development of a list of activities to be conducted by industry personnel. Refreshments were served to the group of 97 persons. Workshop guests returned to their jobs following lunch.

In the afternoon, members of the Commission toured two industries in Greeneville. On the following morning, two more industries were visited. These field trips were carefully planned with key members of industry. Commission planners were encouraged to ask questions regarding employment procedures, rates of pay, safety instruction, equal employment opportunities, grievance processes, advancement possibilities, and fringe benefits. In addition, they were instructed to observe workers, kinds of job skills required, employee attitudes, and working conditions.

On the afternoon of the second day, the Commission wrote reports about their impressions of industry. Following this, two industrial arts teachers in the group began instruction and demonstrations covering basic handtools.

The remainder of the week was spent in learning about cardboard carpentry and in creating cardboard projects under the guidance of the industrial arts teachers. Consultants also gave instruction on developing career centers housing occupational information and career activities.

On Friday afternoon, industrial representatives joined the group to discuss the problems encountered in employing high school graduates. Individuals experienced in interview techniques presented skits showing correct and incorrect ways to apply for jobs.

The industrial group agreed to develop a list of key persons who would work with students in career activities. They also encouraged the Commission to plan field trips for students at various plants so that they could learn more about the world of work.

Finally, industrial guests and Commission members joined in small-group discussions to identify problems and plan solutions. The highpoint of the afternoon was a display of the cardboard carpentry projects created by Commission members.

Second Week

The second week of the workshop was spent in critiquing and selecting career education materials, learning the techniques of roleplaying, self-directed learning, working with disadvantaged students, and assisting students with decision-making. A film, "The Eye of the Storm," available from ABC Media Concepts in Los Angeles, California, was shown to the group so that they would have greater insight about discrimination and its effect upon individuals.

Three days were spent in developing career activities. Forms distributed for this purpose contained the following items: name of career activity, grade level, brief description of activity, concepts to be learned, performance objectives, step-by-step process, evaluation of activity, and materials, resource persons, and related information needed.

THE PROBLEM

If a successful program in career education is to be conducted, school personnel must understand, appreciate, and implement the concepts of career education. Therefore, it is vital to determine the most effective methods for gaining favorable attitudes toward career education and preparing school personnel to implement the program.

OBJECTIVES

The following objectives were determined for the study:

1. To determine attitudes of the Planning Commission toward career education before the workshop;
2. To determine attitudes of the Planning Commission toward career education after the workshop;
3. To develop strategies likely to improve staff attitudes toward career education;
4. To introduce new methods designed to increase interest in school and career preparation;
5. To introduce teaching materials related to careers; and
6. To develop an effective in-service program for career education.

IMPORTANCE OF THE STUDY

A high dropout rate in Greene County provided impetus for creating a program that would motivate students to remain in school and prepare themselves for productive roles in society. The new school program was comprehensive, focusing on careers and relating all instruction to preparation for effective living in the world outside of school.

Initially, SPACE included grades 7 - 12, but additional funds were being sought to introduce career education in kindergarten - 12. By preparing

teachers to use innovative methods that would increase student interest and encourage completion of high school. Upon graduation, students would either continue career preparation in a postsecondary institution or enter employment related to their qualifications and interests. Hopefully, as a result of SPACE, the dropout rate would decrease, and students would remain in school to prepare for employment or entrance into another institution for additional instruction.

ASSUMPTIONS

The following assumptions were stated for this study:

1. Career education promises to be a solution for many of the problems posed by the current educational system.
2. Career education concepts are not accepted by all school personnel.
3. Innovative teaching is essential if students are to be motivated to remain in school and complete career preparation.

SCOPE AND LIMITATIONS

The Planning Commission, consisting of 30 selected staff members from the nine pilot schools, was involved in the study. Limitations included the following:

1. The instructions and questions in the attitudinal instrument may have been interpreted in different ways by respondents.

2. Methods and materials introduced at the workshop were new and their worth had not been proven.

3. Career education programs were new, and experience was limited in the year 1973.

METHODOLOGY

Career education was defined as a comprehensive educational program focusing on career development beginning in kindergarten and continuing throughout life. Its goal was the achievement of the most satisfying life/work style possible.

A 20-statement attitudinal questionnaire was administered before and after the workshop. The original instrument was used to determine career education attitudes in a 1973 study involving 65 administrators and 332 teachers in career education programs over the nation.[1] Eighteen statements from this questionnaire were also administered to 162 teachers of Greeneville and Greene County in 11 schools in January, 1973 to determine attitudes toward career education.

A four-point scale was used. The Degree of Participation scale contained the following: Very Much (4 points); Much (3 points); Some (2 points); and Little or None (1 point). Frequencies, percentages, means, modes, medians, and ranges were determined.

The second instrument contained 10 questions and was administered following the workshop to determine the effectiveness of workshop activities. Frequencies, percentages, and ranks were determined.

Finally, a third instrument was given to workshop participants one year later. This questionnaire contained 32 questions relating to effectiveness of workshop activities.

A five-point scale was used. The Degree of Participation scale contained the following: Very Much (5 points); Much (4 points); Some (3 points); Little (2 points); and None (1 point). Frequencies, percentages, means, modes, medians, and ranges were determined.

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[1]Genevieve D. Smith, "Career Education In-Service Guidelines for Educational Administrators." (Ed.D. dissertation, The University of Tennessee. Ann Arbor: University Microfilms, 1973.)

FINDINGS

The first questionnaire entitled, "Attitudes toward Career Education," (Appendix A), was administered on July 16 at the beginning of the workshop to 30 city and county staff members selected as the Planning Commission for SPACE. The representative pilot schools included Greeneville Junior High School, Greeneville High School, South Greene High School, and Greystone, Sunnyside, St. James, Camp Creek, Cedar Creek, and Debusk elementary schools. Every member of the Planning Commission responded to the questionnaire.

Pretest for Questionnaire A

The Commission indicated that their attitudes toward career education were highly favorable. They were positive about the school's responsibility for career preparation, provision of guidance and counseling services, involvement of parents, employers, and community in student career activities, and assisting graduates to enter employment or postsecondary schools. Initiating student follow-up was also considered to be of high importance by all of the group except 3 percent.

The respondents (100 percent) stated that teachers should appreciate the values of creditable work, acquire work experience to increase career understanding, relate instruction to career development, and assist in developing attitudes and skills likely to enhance career development. In addition, they considered themselves responsible for the career development of students.

Results of the survey revealed that respondents were positive about students learning the values of work, becoming familiar with different careers, analyzing their interests and abilities in relation to careers, and acquiring

vocational skills and work experience while in school. In addition, they agreed that students should learn to use leisure time wisely and cope with the economic world. Only 7 percent of the group stated that students should not have free choice to leave school and return later to complete their education.

Posttest for Questionnaire A

In the posttest, the amount of agreement with each of the 20 statements in the questionnaire increased from 1 to 4 percent in the "strongly agree" category. The greatest increase (4 percent) occurred when 89 percent of the group indicated that teachers should have work-related experiences to increase their understanding about careers.

An increase of 3 percent occurred on the following statements:

The school should place graduates in jobs or postsecondary schools.

Teachers should relate instruction to career development.

Students should study their interests and abilities to determine their fitness for specific careers.

Students should have opportunities to learn vocational skills.

Students should have the opportunity for work experience.

Students should have free choice to leave high school and return later to complete their education.

An increase of 2 percent resulted on the following statements:

The school should prepare students for careers.

The school should provide students with guidance and counseling for career development.

The school should follow the student's progress after he leaves.

Teachers should appreciate the values of many types of work.

Teachers should assist students in developing attitudes necessary for career advancement.

Teachers should assist students in developing the ability to get along with people.

Teachers should assist students in making decisions about careers.

Students should learn the values of work throughout their entire educational experience.

Students should become familiar with many different careers.

Students should learn how to cope with the economic world.

Students should learn how to use their leisure time wisely.

In both pre- and posttests, 7 percent of the group stated that students should not have free choice to leave school and return later for additional education. However, 3 percent of the respondents who had been negative in the pretest became positive in the posttest about student follow-up. Unexpectedly, 3 percent of the respondents who previously had been positive became negative in the posttest about teachers being responsible for assisting with career decisions.

Administration of Questionnaire B

The second questionnaire entitled, "Final Evaluation of SPACE Workshop by Participants," (Appendix B) was administered at the end of the 10-day workshop to 30 members of the Planning Commission. This instrument contained 10 questions with a request for comments.

The following questions received positive response from 100 percent of the group:

Do you understand the basic concepts of career education?

Do you know how to direct instruction toward career development?

Would you participate in a workshop like this again?

Has your relationship with the participants improved as a result of the workshop?

Was the grading system fair?

Workshop speakers were considered above average by 71 percent of the respondents. Teaching ability improved according to 93 percent of the group. Three-fourths of the participants stated that attitudinal changes toward students had occurred as a result of the workshop. The total group indicated that their relationship with fellow workers had improved. According to 86 percent of the group, the amount of improvement was considerable.

Participants ranked workshop activities as shown in Table 1.

TABLE 1

RANK IN IMPORTANCE OF WORKSHOP ACTIVITIES

Activity	Rank*
Field Trips to Industry	1
Cardboard Carpentry	2
Small Group Activities (Program planning and discussions with industry personnel)	3
Speakers and Instruction	4
Career Information (Critiquing and selecting materials)	5
Role Playing Techniques	6
Developing Career Activities	6

*1 = highest importance

Administration of Questionnaire C

The third questionnaire entitled, "Follow-Up of July, 1973 Career Education Workshop," (Appendix C) was administered in May, 1974 to 30 participants. This instrument contained 32 questions related to workshop activities as well as a request for additional comments. There was 90 percent response.

Three-fourths or more of the group was in high agreement with the statements shown in Table 2.

TABLE 2

WORKSHOP ACTIVITIES CONSIDERED USEFUL BY AT LEAST THREE-FOURTHS OF PARTICIPANTS (N=27)

Statement	Percentage	Rank*
As a result of workshop activities,		
I stress the importance of getting along with others.	92	1
I teach students that all types of creditable work have value.	86	2
I emphasize the importance of developing attitudes that are essential for career advancement.	85	3
I know how to use career information to improve my teaching.	84	4
I have greater respect for the world of work.	84	4
I understand more about the world of work.	84	4
My students know where to learn vocational skills.	84	4
I direct instruction toward career development.	80	5
I know how to obtain career information for classroom use.	80	5
I have greater ability to work with students who are disadvantaged.	78	6
My students become familiar with many different careers.	76	7

*1 = highest importance

Approximately two-thirds of the group was positive about the statements listed in Table 3.

TABLE 3

WORKSHOP ACTIVITIES CONSIDERED USEFUL BY AT LEAST TWO-THIRDS OF PARTICIPANTS (N=27)

Statement	Percentage	Rank*
As a result of workshop activities,		
I am better able to cope with all types of students.	72	8
I am better able to prepare students to find jobs.	72	8
I have developed a career resource center in my classroom.	71	9
My students learn how to use leisure time wisely.	71	9
I develop career activities similar to those in the handbook developed during the workshop.	68	10
My students participate in career-related activities.	68	10
My students participate in the decision-making process demonstrated in the workshop.	68	10
My students know where to find information about entering other educational institutions after high school.	68	10
I have improved my teaching methods.	67	11
My students know how to get work experience prior to graduation from high school.	66	12
My students assist in carrying out classroom duties.	64	13
My students take more responsibility for their learning than previously.	63	14

*1 = highest importance

Fifty percent or more of the workshop participants were in agreement about the statements given in Table 4.

TABLE 4

WORKSHOP ACTIVITIES CONSIDERED USEFUL BY AT LEAST ONE-HALF OF PARTICIPANTS (N=27)

Statement	Percentage	Rank*
As a result of workshop activities,		
I encourage girls to explore careers which have been dominated by males.	62	15
My students know which careers they can enter that are related to my subject area.	60	16
My students enjoy school more as a result of new teaching methods.	59	17
My students learn how to cope with the economic world.	58	18
My students participate in role playing.	52	19

*1 = highest importance.

Parents and community members were not used in the classroom by 20 percent of the workshop participants. However, almost 50 percent of the group used parents and community members to some extent in classroom career activities.

CONCLUSIONS

The following conclusions are based upon an interpretation of the data gathered in this study:

1. The Planning Commission is positive toward career education.

2. Attitudes relating to career education can become more positive as a result of preplanned workshop activities.

3. Gaining understanding about career education concepts and learning how to direct instruction toward career development can be accomplished during an appropriately designed workshop.

4. Relationships with co-workers can improve as a result of workshop activities planned to accomplish this objective.

5. Carefully preplanned field trips to industry are effective strategies for improving attitudes toward career education.

6. Cardboard carpentry is a dynamic force for increasing understanding about the world of work and the values emanating from manual accomplishment.

7. Involving business and industry personnel in preplanning and ongoing activities is essential to attain the greatest benefit from career education workshops.

8. Parents and community members (senior citizens, social/civic groups) must be involved in preplanning and workshop activities if their abilities and skills are to be utilized effectively in career education.

9. Small-group discussions are likely to develop better understanding among divergent personnel and increase individual participation, thereby resulting in the most beneficial results.

10. Asking participants to discuss and write about their impressions following tours of business, industry, and vocational shops is an excellent strategy for increasing understanding about the world of work.

11. Selected audiovisual materials are effective tools for increasing insight about discriminatory practices and developing empathy toward individuals who are the target of such practices.

12. Techniques for improving attitudes and developing skills for selecting,

entering, and advancing in careers can be achieved through planned workshop activities.

13. Dealing with many types of students can be facilitated by workshop instruction.

14. Utilizing students to assist with classroom routines can be taught during a workshop, thereby enabling them to gain self-directive and supervisory skills.

RECOMMENDATIONS

As a result of this study, the following recommendations are made:

1. Planning Commission members should serve as key persons to conduct the in-service program for career education.

2. Workshop participants should receive salary supplements for time spent beyond the regular school day in workshop activities.

3. Whenever feasible, university credit should be offered as an option to school personnel participating in career education workshops.

4. All workshop activities should be preplanned to meet specific objectives.

5. Participants should be involved in preplanning workshop activities.

6. All workshop participants should be required to take preplanned tours of business, industry, and vocational shops.

7. Business and industrial personnel, parents, and community members should be involved in preplanning and ongoing workshop activities in order to achieve the most beneficial results.

8. Each participants should work with at least one parent and one community member in workshop activities which are designed to involve them cooperatively in career education.

9. Discussions and written reports should follow business, industrial, and vocational shop tours so that participants may interact, compare impressions, and gain greater understanding of the world of work.

10. Whenever possible, cardboard carpentry or similar hands-on activities should be included in the workshop to increase understanding about manual work as well as the rewards to be gained from such accomplishment.

11. Workshop activities should include simple techniques for counseling which may be used by the classroom teacher.

12. Projects offered during the career education workshop should include developing career activities, working with the disadvantaged, assisting students to become self-directive in relation to learning, teaching the art of making rational decisions, role playing, and working with employers, parents, and community members in career activities.

13. Special efforts should be made to improve interpersonal relationships among divergent groups during the workshop.

14. Numerous printed and audiovisual materials relating to careers should be available for study and selection.

15. Funds should be allotted to participants for purchasing career materials.

APPENDIX A

ATTITUDES TOWARD CAREER EDUCATION*

The purpose of this questionnaire is to determine attitudes toward career education. Please check the response you consider appropriate.

	EXTENT OF AGREEMENT			
THE SCHOOL SHOULD--	Strongly Agree	Agree	Disagree	Strongly Agree
(1) prepare students for careers . .	( )	( )	( )	( )
(2) provide students with guidance and counseling for career development	( )	( )	( )	( )
(3) use parents, employers, and community for sources of learning	( )	( )	( )	( )
(4) assist graduates in job and postsecondary school entrance	( )	( )	( )	( )
(5) follow the student's progress after he leaves	( )	( )	( )	( )
TEACHERS SHOULD--				
(6) appreciate the values of many types of work	( )	( )	( )	( )
(7) have work-related experiences to increase their understanding of careers	( )	( )	( )	( )
(8) relate instruction to career development	( )	( )	( )	( )
(9) assist students in developing attitudes necessary for career advancement	( )	( )	( )	( )
(10) assist students in developing the ability to get along with people	( )	( )	( )	( )
(11) assist students in making decisions about careers. . . .	( )	( )	( )	( )
(12) be responsible for the career development of students	( )	( )	( )	( )
STUDENTS SHOULD--				
(13) learn the values of work throughout their entire educational experience	( )	( )	( )	( )
(14) become familiar with many different careers	( )	( )	( )	( )

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		EXTENT OF AGREEMENT			
		Strongly Agree	Agree	Disagree	Strongly Disagree
(15)	study their interests and abilities to determine their fitness for specific careers .	( )	( )	( )	( )
(16)	learn how to cope with the economic world	( )	( )	( )	( )
(17)	learn how to use their leisure time wisely	( )	( )	( )	( )
(18)	have the opportunity to learn vocational skills	( )	( )	( )	( )
(19)	have the opportunity for work experience	( )	( )	( )	( )
(20)	have free choice to leave high school and return for further education	( )	( )	( )	( )

THANK YOU!

APPENDIX B

FINAL EVALUATION OF SPACE WORKSHOP BY PARTICIPANTS

1. Rank in order of importance (1 = most important) three workshop activities which benefited you most.

   1. _____

   2. _____

   3. _____

2. Do you understand the basic concepts of career education? ___Yes ___No

3. Do you know how to direct instruction toward career development?

   ___Yes ___No

4. The workshop speakers were generally

   ___Above average

   ___Average

   ___Below average

5. Would you participate in a workshop like this again? ___Yes ___No

6. Has your relationship with the participants improved as a result of this workshop? ___Yes ___No

7. If so, how much?

   ___Considerably

   ___Average amount

   ___Little or none

8. Has your teaching ability improved as a result of this workshop?

   ___Yes ___No

9. Was the grading system fair? ___Yes ___No

10. Has your attitude toward students changed as a result of this workshop?

    ___Yes ___No

PLEASE ADD ANY COMMENTS YOU WOULD LIKE TO EXPRESS

_____

APPENDIX C

FOLLOW-UP OF JULY, 1973 CAREER EDUCATION WORKSHOP

This follow-up study is to determine the usefulness of workshop activities. Please check the column that indicates your opinion.

AS A RESULT OF WORKSHOP ACTIVITIES, I--	DEGREE OF USEFULNESS				
	Very Much	Much	Some	Little	None
1. direct instruction toward career development.	( )	( )	( )	( )	( )
2. plan field trips which are more beneficial than previously.	( )	( )	( )	( )	( )
3. know how to obtain career information for classroom use.	( )	( )	( )	( )	( )
4. know how to use career information to improve my teaching.	( )	( )	( )	( )	( )
5. have greater ability to work with students who are disadvantaged.	( )	( )	( )	( )	( )
6. am better able to cope with all types of students.	( )	( )	( )	( )	( )
7. have developed a career resource center in my classroom.	( )	( )	( )	( )	( )
8. teach students that all types of creditable work have value.	( )	( )	( )	( )	( )
9. emphasize the importance of developing attitudes that are essential for career advancement.	( )	( )	( )	( )	( )
10. stress the importance of getting along with others.	( )	( )	( )	( )	( )
11. encourage girls to explore careers which have been dominated by males.	( )	( )	( )	( )	( )
12. use speakers from business and industry.	( )	( )	( )	( )	( )

	DEGREE OF USEFULNESS				
	Very Much	Much	Some	Little	None
13. use parents to work in the classroom.	( )	( )	( )	( )	( )
14. use community members (senior citizens, social/civic groups) to work in the classroom.	( )	( )	( )	( )	( )
15. develop career activities similar to those in the handbook developed during the workshop.	( )	( )	( )	( )	( )
16. understand more about the world of work.	( )	( )	( )	( )	( )
17. have improved my teaching methods.	( )	( )	( )	( )	( )
18. am better able to prepare students to find jobs.	( )	( )	( )	( )	( )
19. have greater respect for the world of work.	( )	( )	( )	( )	( )
MY STUDENTS--					
20. participate in role playing.	( )	( )	( )	( )	( )
21. participate in career-related activities.	( )	( )	( )	( )	( )
22. participate in the decision-making process demonstrated in the workshop.	( )	( )	( )	( )	( )
23. take more responsibility for their own learning than previously.	( )	( )	( )	( )	( )
24. enjoy school more as a result of new teaching methods.	( )	( )	( )	( )	( )
25. assist in carrying out classroom duties.	( )	( )	( )	( )	( )
26. know which careers they can enter that are related to my subject area.	( )	( )	( )	( )	( )
27. become familiar with many different careers.	( )	( )	( )	( )	( )
28. learn how to use leisure time wisely.	( )	( )	( )	( )	( )
29. learn how to cope with the economic world.	( )	( )	( )	( )	( )

	DEGREE OF USEFULNESS				
	Very Much	Much	Some	Little	None
30. know where to learn vocational skills.	( )	( )	( )	( )	( )
31. know how to get work experience prior to graduation from high school.	( )	( )	( )	( )	( )
32. know where to find information about entering other educational institutions after high school.	( )	( )	( )	( )	( )

PLEASE ADD ANY COMMENTS YOU WISH: _____

_____

_____

THANK YOU!